Course Name: Introduction to International Relations
Course Number: PS 205
Term Offered: XXXX
Credits: 4
Instructor name: Brent S. Steel
Instructor email: bsteel@oregonstate.edu

Course Objectives:
The objective of this course is to examine the relations among states and non-state actors in an international arena. This class will focus on the 1) existing relations; 2) the theoretical underpinnings that help explain these relations; and 3) the debates and controversies that surround these relations. We shall look at the history and current international relations, major concepts and theories of international relations, and discuss current events and significant issues in the world. To understand the relationship between states, we shall explore the concepts of war, treaties and trade, political economy, international institutions, terrorism and security, and other issues that shape our international system. The materials and assignments in this class are designed to provide the knowledge and skills to accomplish these tasks.

Course Details:
This is a 4 credit course and satisfies the Baccalaureate Core requirement for Social Processes and Institutions, which is based in an understanding that human beings are inevitably social, influencing and being influenced by social groups. The social sciences study social institutions and processes and deal with the human behaviors and values that form and change them, and are essential for an understanding of contemporary society.

Learning Outcomes:
As a result of actively participating in the class, the students will be able to:
1. Explain and evaluate theoretical approaches to international relations. This will be accomplished through weekly critical reading summaries and analyses and discussion of current event postings by students.
2. Identify, explain and analyze the concepts behind historical developments in international relations. This will be accomplished through weekly critical reading summaries and analyses and discussion of current event postings by students.
3. Identify and understand the causes of conflicts and wars. This will be accomplished through weekly critical reading summaries and analyses and discussion of current event postings by students.
4. How and why cooperation occurs in international system. This will be accomplished through weekly critical reading summaries and analyses and discussion of current event postings by students.
5. Demonstrate knowledge of global institutions, rules, and current problems that arise during collaborations and conflicts. This will be accomplished through weekly critical reading summaries and analyses and the development of current event presentations to be discussed by other students in class.
6. Analyze the current social, political and economic issues in the world, and understand their impacts globally. This will be accomplished through weekly critical reading summaries and analyses and the development of current event presentations to be discussed by other students in class.

7. Students in Social Processes and Institutions courses shall:
   a. Use theoretical frameworks to interpret the role of the individual within social process and institutions. This will be accomplished through weekly critical reading summaries and analyses and the development of current event presentations to be discussed by other students in class.
   b. Analyze current social issues and place them in historical context(s). This will be accomplished through weekly critical reading summaries and analyses and the development of current event presentations to be discussed by other students in class.

Course Readings:
The text for the course is Robert Art and Robert Jervis, *International Politics: Enduring Concepts and Contemporary Issues, 12th Edition*. Further readings will be available on Canvas. Additional readings will be made available online as the course advances.

We also highly recommend that you follow a foreign news source to keep up on world events from a non-US perspective. Some good choices are:

- BBC News http://www.bbc.co.uk/news/world/
- Al-Jazeera http://www.aljazeera.com/
- Der Spiegel http://www.spiegel.de/international/
- Asia Times http://www.atimes.com/

Course Requirements and Evaluation:

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<thead>
<tr>
<th>I. Current Events Briefings</th>
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<tr>
<td>You will prepare five different current event/topic/crisis briefings. Each briefing will focus on one current international political event happening during Fall Quarter 2017. Subsequent briefings must cover a different topic related to the weeks’ readings. You are free to select the topic, but it should be something that can be related to a concept or theme we have covered. The briefing will include a description of the event/issue and its relevance, a historical overview, how it fits into/challenges the political institutions and values between countries, a summary of three editorials on the event/issue that you will have researched, and a brief prediction about how events will unfold in the future. When creating the briefing you should utilize the concepts from our course to analyze the event. See Guide to Current Event Briefings and the sample briefing in Canvas for more information on this assignment. You are encouraged to use Powerpoint for your presentation, but other formats are also welcome to convey the issue. These assignments are due Sundays by 11:59 and cover the following weeks readings.</td>
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<tr>
<th>II. Weekly Writing Summaries</th>
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<td>After completing the readings each week you will submit a 2-3 page for 5 weeks (single space) summary responding to questions provided. The readings to be summarized are your choice. This assignment insures that you keep up with the readings and critically engage with the material. These assignments are due</td>
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| Learning outcomes: 1,2,3,4,5,6,7a,7b |

| 100 Points [5 at 20 points each] |

| | Learning outcomes: |
| Learning outcomes: | | |
Sundays by 11:59 and cover the following weeks readings. These summaries should include an introduction to the readings, presentation of themes/topics covered, and a summary with critical analysis of the readings.

### III. Participation

Students are expected to provide commentary and insight to the Current Events Briefings provided by other students for 5 current event postings your choice. At least two postings are expected for 5 current events via the discussion board. Students may choose which current event postings they prefer to participate in, but both postings should be submitted by the following Saturday by 11:59 the week after the initial current event posting.

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<th>Points</th>
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<tr>
<td>50 Points</td>
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<td>[#10 points each]</td>
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<td>3,4,5,6</td>
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**TOTAL POINTS= 250**

**Grading:**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95% and above</td>
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<tr>
<td>A-</td>
<td>90%- 94%</td>
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<tr>
<td>B+</td>
<td>85%- 89%</td>
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<tr>
<td>B</td>
<td>80%- 84%</td>
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<tr>
<td>B-</td>
<td>75%- 79%</td>
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<tr>
<td>C+</td>
<td>70%- 74%</td>
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<tr>
<td>C</td>
<td>65%- 69%</td>
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<tr>
<td>C-</td>
<td>60%- 64%</td>
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<td>Fail</td>
<td>59% and below</td>
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**Course Schedule:**

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Concepts and Theories of IR</td>
<td>Thucydides “The Melian Dialogue” (Textbook)</td>
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<td>James D Fearon “Rationalist explanations for war” (Textbook)</td>
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<td>Michael W Doyle “Kant, Liberal legacies, and Foreign affairs” (Textbook)</td>
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<td>John Ikenberry “&quot;The myth of Post-Cold War Chaos” [Link]</td>
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<td>John Mearshimer “Anarchy and the Struggle for Power” (Canvas)</td>
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<td>2</td>
<td>The Cold War, and beyond</td>
<td>Mr. X (George Kennan), “The Sources of Soviet Conduct.”</td>
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<td>John Lewis Gaddis, “The Long Peace: Elements of Stability in the Post-war International System” (Canvas)</td>
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<td>Francis Fukuyama “The End of History?” (Canvas)</td>
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<td>3</td>
<td>Globalization</td>
<td>Jeffrey Frankel, “Globalization of the Economy” (Textbook)</td>
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<td>Moises Naim, “What Globalization Is and Is Not” (Textbook)</td>
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<td>Pankaj Ghemawat, “Why the World Isn’t Flat” (Textbook)</td>
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<td>Martin Wolf, “Why Globalization Works” (Canvas)</td>
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<td>4</td>
<td>Actors, State and Institutions</td>
<td>Robert Keohane, “International Institutions: Can Interdependence Work?” (Textbook)</td>
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<td></td>
<td></td>
<td>John Mearshimer “The False Promise of International Institutions” (Canvas)</td>
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<td></td>
<td></td>
<td>Steven Ratner, “International Law: The Trials of Global Norms” (Textbook)</td>
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| 5 | Terrorism and weapons of mass destruction | Kenneth Waltz – “Why Iran should get the Bomb” (Textbook)  
Henry Sokolski, “Getting Ready for a Nuclear Ready Iran” (Textbook)  
Robert Pape, “The Strategic Logic of Suicide Terrorism” (Canvas)  
Audrey Cronin, “Ending Terrorism” (Textbook) |
| 6 | Intervention and non-intervention | Kofi Anan, “Reflections on Intervention” (Textbook)  
Michael Barnett and Jack Snyder, “The Grand Strategy of Humanitarianism” (Canvas)  
Alexander Downes, “To the Shores of Tripoli” (Textbook)  
Sebastian Mallaby, “The Reluctant Imperialist” (Text book/Canvas) |
| 7 | International Political Economy | Robert Gilpin, “The nature of political economy” (Textbook)  
Dani Rodrik, “Trading in Illusions” (Canvas)  
Bruce Scott, “The Great Divide in the Global Village” (Canvas) |
| 8 | Global Inequality, Development and Trade | “Inequality” [http://inequality.org/global-inequality/]  
“For Richer, For Poorer” [http://www.economist.com/node/21564414]  
Global Inequality: Beyond the bottom billion (Canvas)  
Slides (Canvas)  
Anne O Krueger, “Trade Policy and Economic Development: How we Learn” (Canvas) |
| 9 | Environment and Energy Security | Population, Environment and Development (Canvas)  
Our Common Future (Canvas)  
Amory B Lovins, “A Farewell to Fossil Fuels” (Canvas)  
Thomas L Friedman, “The First Law of Petropolitics” (Canvas)  
David MacKay, “Sustainable Energy: Without the Hot Air” P: 2- 21 (Canvas) |
| 10 | Future trends in International Politics and Power | John Ikenberry, “The Future of the Liberal World Order” (Textbook)  
 Fareed Zakaria, “The Rise of the Rest” (Canvas)  
 Arvind Subramanian, “The Inevitable Superpower” (Textbook)  
 US National Intelligence Council, “Global Trends 2025” (canvas)  
 Barry Posen, “Emerging Multipolarity” (Textbook) |

ACADEMIC INTEGRITY AND CONDUCT/COURSE POLICIES

**Late Submission:**
Students MUST complete their assignments within the given deadline. Late submissions will not be accepted. Exceptions can be made in cases of emergency or serious issues, ONLY if the instructor is informed ahead of time.

**Students with Disabilities:**
Students who have any alternative needs as a result of a disability should inform the instructor right away. Accommodations are collaborative efforts between students, faculty and Disability and Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through
DAS should contact DAS immediately at 541-737-4098.

**Student Conduct:**
Students are expected to follow the academic and professional standards of the university and their academic units. These are described at [http://oregonstate.edu/admin/stucon/achon.htm](http://oregonstate.edu/admin/stucon/achon.htm)

**Discussion Participation:**
Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week.

**Incomplete:**
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

**Guidelines for a Productive and Effective Online Classroom:**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

**Statement Regarding Students with Disabilities:**
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.
Accessibility of Course Materials:
All materials used in this course are accessible at the Canvas website (excluding required textbooks). If you require accommodations please contact Disability Access Services (DAS).

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct:
Student conduct is governed by the university’s policies, as explained in the Student Conduct Code.

Academic Integrity:
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:
   
   (i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

   (ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

   (iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

   (iv) TAMPERING - altering or interfering with evaluation instruments or documents.

   (v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

**Conduct in this Online Classroom:**

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility.

**Tutoring:**

NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

**OSU Student Evaluation of Teaching:**

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.